

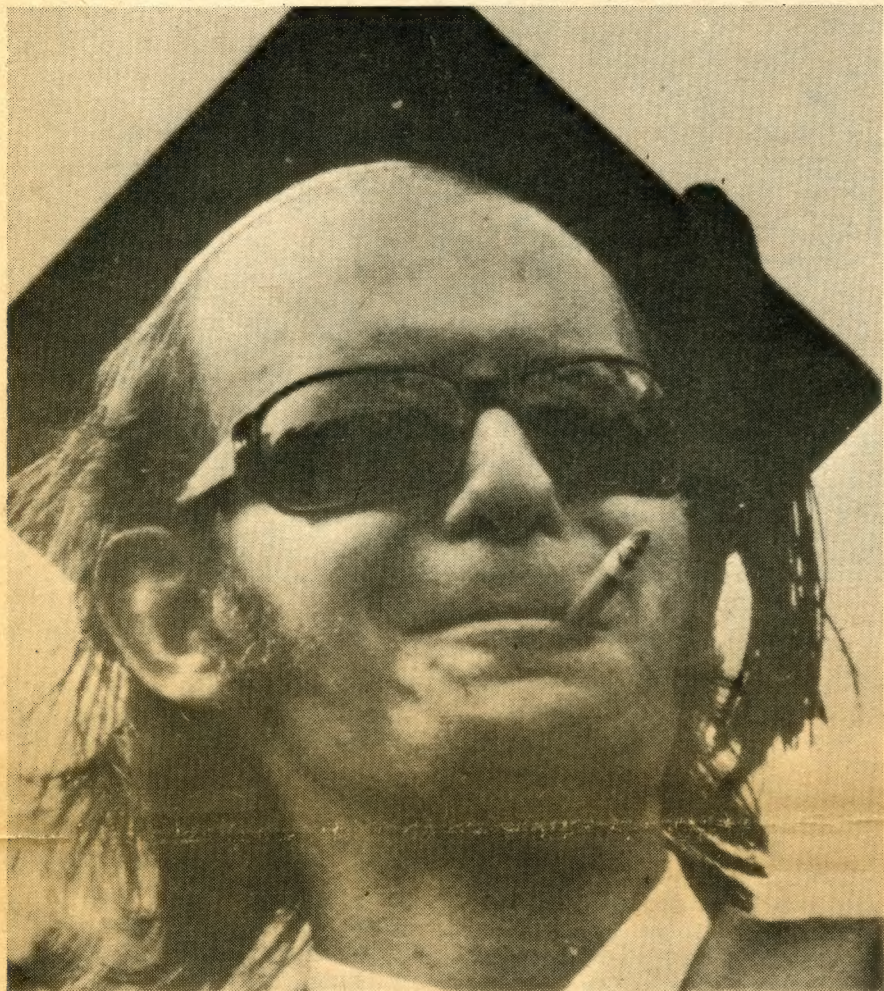
# ISSUES & EVENTS

Volume 2, number 21,

February 26, 1971

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Why *he* should chuck  
his cigar and come  
down to earth

Charles Carter

The gap between theory and the real problem situation is often a wide chasm. I have seen reasonably bright new graduates struggle desperately with their text book theory and be entirely unable to operate when the basic assumptions appeared to be threatened by the problem. They are not aware that one of the basic and most common problems in applying their knowledge will be in coping with situations where the basic assumptions cannot be satisfied. This is why we cannot generally turn a new graduate loose on a problem without close supervision by a senior and more experienced member of staff. Close supervision of this nature can result in duplication of effort and a high level of frustration for both supervisor and supervised, thus leading to a widening of the gulf between promising young graduates and their mentors in the business environment.

Many new employees, particularly at the graduate degree level, are conditioned to view routine work as boring. They frequently take the attitude that they were trained to do creative problem-solving, high level research and analysis, and they prefer to leave the detailed, routine activity to lesser mortals. The facts of life are that everyone must get involved in the data, in the so-called routine assignments and must know how to do them, before they can direct others in that type of work. They fail to realize that a close association with detail is essential to the further development of their scope and capability.

The direction of others suggests an ability to use support resources and of course, new graduates have very seldom had that kind of experience. They frequently have considerable difficulty in obtaining the productive support of the human re-

sources available. They are often reluctant even to consult with other professionals and experienced staff people that are available to assist them. They are certainly skilled in the use of computers as a support resource but there seems to have been an absence of any interaction between them and the various resources available to them back on campus. There is little evidence of any training in utilizing human resources, in delegating work and in organizing and controlling. In short, they seem not to have heard John Donne's injunction - "No man is an island, intire of it selfe."

Another shortcoming and one which causes an intense level of frustration among managers, is the inability of the new graduate to communicate orally or in writing, in a language which is understandable by whoever the job is being done for. He must assess the communications needs in each situation and determine the appropriate language to use in this communication. For example, when one statistician talks to another statistician or one economist talks to another economist he uses the hieroglyphics and jargon of the profession and can communicate well. However, when these professionals wish to communicate with an executive, they must adopt a completely different language of communication. Over the years I have witnessed many painful episodes when this form of communication has been attempted. I have seen very competent specialists get to the heart of complex problems in a reasonably short time and then spend weeks trying to put their solution down in plain language. Productivity losses in cases like these are considerable.

And finally another failing exhibited by many new graduates is an inability or an unwillingness to sell their product, i.e., to seek the support of those responsible for approving and carrying out their ideas and recommendations. This is frequently aggravated by a reluctance to modify their proposals to conform to available resources of time and money, and still meet practical objectives. You might say they exhibit a greater commitment to their proposal, than to the carrying through of a viable solution to the problem. This often alienates higher management and virtually assures that the proposal, even an essentially good one, will be rejected. The new graduate must remain flexible and involved, open to discussion of alternatives, from the beginning right through to implementation if he really wants to see his work accepted.

Highly specialized people frequently exhibit a very noticeable lack of commitment to the organization which employs them. Rather, their commitment appears to be to themselves as professionals first, to the organization second. This tends to create a credibility gap between the specialist and his employer, to introduce a feeling of insecurity and a reluctance on the part of management to entrust long term projects to these people. While I'm not arguing against professionals' devotion to their profession, I think they should take suitable steps to modify the image this creates with their employers.

There is evidence however, that students are beginning to recognize the existence of these and other problems. They are questioning the relevance of today's aca-

continued page 2

## ADMISSION-CALENDAR NOTICE

The Undergraduate Announcement is now available at the records office. In view of its late publication, application deadline has been extended to March 8.

Students needing extra time to select their areas of specialization should contact the Director of Admissions, room 217-1 in the Norris Building. It is expected that places will be available for all qualified candidates.

## Sir George ranks No. 2 in Canada

Four SGWU students, including two in Canadian History, have been awarded fellowships in the Woodrow Wilson National Fellowship Foundation's twenty-fifth annual competition encouraging careers in college teaching.

It is the first time the University has done this well in the competition, tying with McGill and UBC for second place in Canada. 76 winners were chosen from 900 Canadians nominated by their professors; University of Toronto students took twelve fellowships.

Sir George winners are:

Mrs. Kathryn M. Bindon (Canadian History);  
Victor A. Lehotay (Sociology);  
Donald J. McMahon (Canadian History);  
Barry Schreiber (English Literature).

There were also two finalists from Sir George - George H. Bindon in Political Science, and Michel T. Tremblay, Economics.

The fellows are supported for one year of study at universities of their choice; finalists are recommended for graduate school awards.



## Letters

### Union catalogue

Donald Ginter's article on a computerized union catalog (*Issues & Events*, Feb. 18) in most respects constitutes an excellent proposal.

However, one peculiarity struck me, and that was the advocacy of employing existing university computers for this catalog. This is a very undesirable suggestion as half the value of a union catalog would be lost if all the libraries are not able to update files directly. Moreover an application of this size requires a dedicated facility to be both reliable and efficient.

There should be a single large time-shared system dedicated to this purpose, and any student or faculty member should be able to dial in for document location information from any teleprinter terminal. Since many faculty members already have terminals they should be able to use them for document location as well as present uses.

Gary Boyd

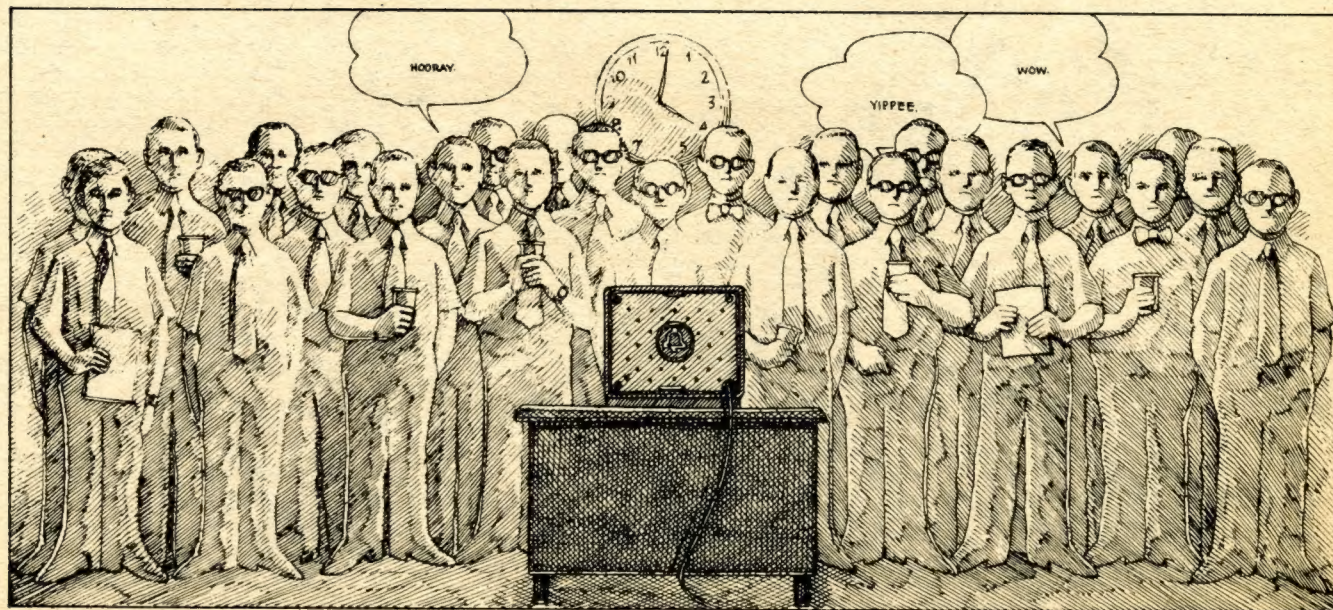
*P.S. I am currently preparing a study for the federal Department of Communications' computer communications task force on "Computer Communications for Human Development", and would appreciate hearing from others interested in this area.*

### For the Nth time

The general response elicited by my letter of February 4 regarding our Creative Writing program was such as to suggest that some further discussion might help clarify matters. I trust that you will afford me space in your next issue for that purpose.

Abraham Ram, English

from page 1



demographic programs to their responsibilities as human resources in the world around them. They are searching for universities which will better prepare them to meet the situations they will encounter. The information necessary to improve academic programs is readily available. For example, much could be gained by surveying graduates at various intervals after initial employment to determine, based on actual work experience, what gaps existed in their academic training and which areas were not relevant. Universities should be leading the way in this kind of research.

Contrary to some impressions businessmen too are human and therefore like the academics and the students, they are fallible.

Businessmen have not been particularly successful in communicating their problems and needs to the academic fraternity and to the student body at large. Too few businessmen are willing to speak to students and academics, other than to do a PR job for their industry. From personal experience, I have found that students tend to ask very probing questions and you had better do your homework if you plan to appear before a student group.

In making initial assignments to newly hired graduates how well has the employer recognized their limitations? Just because of their educational qualifications we must not think of newly hired statisticians and economists as instant experts who will leap into the situation full-panoplied like Athene from the brow of Zeus. They must not be expected to provide, in short order, solutions to problems which have proved sufficiently intractable that people with years of experience in the business have been unable to solve them satisfactorily. I have mentioned earlier the difficulties that many new graduates have in utilizing support resources. In many cases the employer may fail to provide them. I refer not only to clerical and computer support and to immediate supervision but also to people

much higher in the organization who may have little formal knowledge of statistical or economic theory but do have an intimate knowledge of the organization and how it has worked and can provide invaluable assistance to the professional.

Management should not pass a problem to specialists to solve before adequate discussion. What are the corporate implications and the many interactions and inter-relationships which must be considered? In a word, management must ensure that the problem is properly defined. There should be a recognition that a prerequisite to the solution of many problems is the development of adequate data systems. Time and money is required to develop them.

Turning to another aspect of the care and feeding of specialists, employers need to recognize that many specialists want to continue in their professional role - they do not want to become managers. Employers who use specialists and hope to retain them will need to provide means whereby the specialist can advance financially and in a sense of responsibility within the organization without necessarily entering the normal management stream. Also, in connection with their professional role, specialists should be encouraged to maintain close contact with their peers, by participation in professional organizations and by contributing to professional journals, subject of course to the need to protect proprietary information or the competitive position of the business.

The interrelationship between the various academic disciplines which may be employed in the business environment is of particular importance to the employer. Many difficult and complex operational problems have been solved by the synergistic interaction of the disciplines - a situation where 1 plus 1 plus 1 adds up to a number larger than 3. We, in our own operations, have seen evidence of this effect. Significant advances have been made in the resolution of rather complex problems through the interaction of sta-

tisticians, economists, geographers, psychologists and others, together with experienced management people.

One of the advantages of the interactive approach is that it reduces the danger of "built-in bias". Everyone brings to a situation his own biases regardless of his background or experience. When you bring together on your staff a number of skilled professionals each one will serve to counteract the bias introduced by the others. He will question all the inputs provided by his confreres and the outcome of this kind of effort will generally be superior to any individualistic approach.

This interaction is frequently discouraged by the structure of business organizations which tend to compartmentalize, i.e., to allocate various specialized disciplines to different departments and then to discourage interaction between departments. Each professional then must take into account his loyalty to his segment of the total corporate organization and this frequently interferes with the maximum output of the individual.

There is an increasing need for higher executive levels to interact effectively with skilled professionals. Therefore, executives must be continually up-dating and expanding their knowledge with respect to the factors and relationships involved in the complex organism which is modern business. In this way they can ensure that they will be able to supply the inputs which either in-house specialists or outside consultants must have if such specialists are to make a meaningful contribution to corporate problems. This learning process on the part of executives is also necessary so that they can properly assess proposed solutions.

*Above is the partial text of a speech recently delivered to the Montreal Economics Association. Mr. Carter, who is Chief Statistician for Bell Canada, is co-chairman of the Statistics Canada conference to be held at Sir George in March.*



## profile

by Carl Law



# Why Sir George beats Vic Tanny's

If you are a stranger to Sir George and enter the rearing concrete slab of the Hall Building on a late winter afternoon with the sun shafts slanting over your shoulder, Reggie will probably be the man who will make you feel at home.

He comes at you slightly bent over like a wizened leprechaun, his eyes crinkling up in good humor, and gives you the impression he's been watching for you anxiously through the window. It's not a job with Reggie; it's a profession.

"I live Sir George 24 hours a day," he says with conviction, "and let me tell you, we've got a nice bunch of people here."

Reggie Parry, 54, who was coaching a crack pee-wee hockey team in Verdun during an era that, to most students is only history, came to Sir George in 1963. But since Reggie is the stuff of which legends are made, few people can remember a Sir George without Reggie. Even if they can, time has dulled the memory so that it seems like a generation ago.

Reggie's beat as coordination supervisor of the physical plant is, in a nutshell, to see that the place is shipshape, and to make sure that visitors to the university are well taken care of.

"We try to make them feel at home. If they're going to walk into a classroom, we make sure it's not going to be littered with empty coffee cups and cigarette butts. Otherwise they would think that Sir George is a garbage dump. It's not. All we ask is a fair chance, and the building shines."

And it's true that Reggie's energy and good humor supply an added bit of human warmth to a building that, to some, can seem as cold and forbidding as the "Tombs" in New York City.

Reggie, who worked originally in the Norris Building, and in the Annex first en-

tered the Hall Building when Bell telephone staff were setting up the telephone Centrex system. The building was still incomplete.

"There were rats the size of cats, and the girls weren't having any of it. It was Reggie who, with the intrepidity of a soldier clearing a bombed out building, made sure that the girls could continue their work unafraid.

But things have changed.

"It's a vast improvement but we are more spread out now. People who used to see each other every day now see each other perhaps once a week. There is more pressure on certain individuals who now handle a greater number of people, and cover a wider area, than was necessary before."

The university is expanding with private buildings being slowly bought and renovated along the streets around the Hall Building. Reggie says jokingly:

"We're like Steinbergs -- opening up all over. Pretty soon we'll be in Fairview Shopping Centre offering curb service education."

But he's joking. He likes the students and says if there is a generation gap he doesn't find it in his everyday dealings.

"We're here to help people. Almost anyone will listen to reason if you treat them the same way as you would expect them to treat you."

But he says, students are far more enlightened and wide awake. They have more pressures and responsibility. They want to know why.

"This doesn't mean they're a greater problem. If you talk sense to them they'll usually talk sense right back."

And, he adds: "I think young. Some people go to Vic Tanny's; Sir George keeps me in shape."

It keeps him in verbal shape too. Reggie has been joking with teachers and students alike ever since he came to Sir George.

"It makes no difference whether you're talking to a first year student or the principal. You build a mutual respect because you each have a job to do and you each have skills for that job. Working together, the whole thing works. And, again, in either case, each of you wants to be listened to and understood."

That's communication, Reggie says, and trouble starts when it breaks down.

When the right hand knows what the left hand is doing things run smoothly, but when one party doesn't know what the other party is doing or thinking, it makes things awkward.

Even when trouble does start, Reggie is there, pouring oil on troubled waters. In a good many cases it works.

"I believe in people doing their jobs well, whatever those jobs may be." Today, he says, there are too many union men, in the game for the money. Clockwatchers, he calls them.

"I don't walk around with a list of things I'm supposed to do, and check it every time something comes up to see if I'm responsible for that. You can't always predict what will happen so you use your initiative and do the best you can in any situation."

This is a big concern with Reggie. He believes the finished product today will never be like the finished product that was turned out in the old days. But he can't do everyone's job so he concentrates on doing his own the best way he can.

He grew up with some interesting finished products. Frank "Banjo" Hanley was running around the "Point" when Reggie was a lad.

"A good politician. He never had a steady job, but he was a great talker."

Bryce Mackasey was around in those days, and he was president of the hockey team coached by Reggie.

"We used to get the team gear from his shop, Mackasey Sporting Goods." Reggie is still a sports fanatic, and when he's not working, he watches every football and hockey game he can. He still skates too, at Crawford Park in Verdun.

His hockey favorite has to be Gordie Howe.

He's older, but he's still got the initiative that makes him go. The Rocket was only good from the blue line in."

In football, his favorite sport, the pick has to be Sam Etcheverry who's "got all the qualifications anyone ever needed." He listens carefully because he's only got one ear to listen with, the other one having been deafened by an explosion in a local munitions plant during the war.

It was caused by "uneducated people doing what they were told not to do."

But none of these things bothers Reggie particularly. He's going strong and he's got a lot of drive left. There's only one question that he hasn't yet found the answer to.

"When am I going to graduate?"

## Academic Awards

Notices of Financial Aid are posted on the 4th floor bulletin boards in the Hall Building. Faculty notices will also be posted on the notice board outside the Faculty Club. For more information and application forms if available see Guidance Information Center H-440-1. These announcements are only for awards with deadlines up to March 15.

### GRADUATE AWARDS

CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS. Grad fellowships for C.A.'s Deadline: Feb. 28.

UNITED NATIONS INSTITUTE FOR TRAINING & RESEARCH (UNITAR). Program for research interns (Economics & Social Sci.) No specified deadline.

CANADA DEPT. OF LABOUR. Grants in aid of research on the economic, industrial relations, social, etc. aspects of labour. Deadline: Feb. 28.

CANADA EMERGENCY MEASURES ORGANIZATION. Research Fellowships tenable at the Disaster Research Center, Ohio State U. Deadline: Mar. 1. CENTRAL MORTGAGE AND HOUSING. Grad fellowships in Urban & Regional Affairs. Deadline: Mar. 1.

STEEL CO. OF CANADA. Grad research fellowships in metallurgy. Deadline: Mar. 1.

BELL CANADA. Centennial Fellowships. Deadline: Mar. 1.

MACKENZIE KING TRAVELLING SCHOLARSHIPS. In International or Industrial Relations tenable in the U.S. or U.K. Deadline: Mar. 1.

DEPT. OF NATIONAL DEFENCE. Scholarship Program in military or strategic studies. Deadline: Mar. 1.

GULF OIL CANADA. Grad fellowships. Deadline: Mar. 1.

BANK OF NOVA SCOTIA. Bilingual Exchange Scholarships. Deadline: Mar. 1. TAYLOR STATEN MEMORIAL FELLOWSHIP. In studies related to youth services. Deadline: Mar. 1.

AMERICAN PODIATRY ASSOC. Scholarships in Podiatry tenable in the U.S. Deadline: Mar. 1.

CANADIAN ADVERTISING ADVISOR BOARD. Doctoral Fellowships. Deadline: Mar. 9.

CANADIAN TRANSPORT COMMISSION. Fellowships in Transportation, masters and PhD. levels. Deadline Mar. 15.

SAMUEL BRONFMAN FOUNDATION Seagram Business Fellowships. Deadline: Mar. 15.

ROTARY INTERNATIONAL. Grad fellowships for postgrad studies in Wildlife Mgt. Deadline: Mar. 15.

GOVT. OF FINLAND. Postgrad scholarships for Canadians. Deadline: Mar. 15.

### FACULTY AWARDS

CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCI. Residential postdoctoral Fellowship program. No specified deadline.

CANADIAN INSTITUTE OF CHARTERED ACCOUNTANTS. Grad fellowships and research grants for C.A.'s who are on Univ. staff. Deadline: Feb. 28. UNITED NATIONS INSTITUTE FOR TRAINING & RESEARCH (UNITAR). Internship program for visiting scholars. No specified deadline.

AUSTRALIAN INSTITUTE OF NUCLEAR SCIENCE & ENGINEERING. Postdoctoral research fellowships. Deadline: Feb. 28.

CANADA DEPT. OF LABOUR. Grants in aid. Deadline: Feb. 28.

DEPT. OF NATIONAL DEFENCE. Fellowship program in military or strategic studies. Deadline: Mar. 1.



When Faye Dunaway eschews her food Warren Beatty's hand, can naked violence be far behind? "Bonnie and Clyde" has the answer Saturday at bargain prices.

# SGWU / THIS WEEK



## friday 26

GEORGIAN FILM SOCIETY: "Midnight Cowboy" with Dustin Hoffman and Jon Voight at 7 p.m. (99c) and 9 p.m. (\$1.50) in H-110.

N.D.P. YOUTH: Socialists welcome at 6 p.m. open meeting in H-511.

UNIVERSITY COUNCIL: Meeting at 2:30 p.m. in H-769.

YOUNG SOCIALISTS: Movie "The Battle of Algiers" 7 - 11 p.m. in H-937.

GEORGIAN SNOOPIES: Ground school to meet at 8 p.m. in H-620.

CARIBBEAN STUDENTS' SOCIETY: Meeting 2 - 4:30 p.m. in H-605.

RELIGION CLUB: Meeting 3 - 4 p.m. in H-413.

## saturday 27

CONTEMPORARY IMAGE OF SCIENCE (HUMANITIES OF SCIENCE 210): Course film review 9:30 a.m. - 4:30 p.m. in H-110.

GEORGIAN FILM SOCIETY: "Bonnie and Clyde" with Warren Beatty and Faye Dunaway at 7 p.m. (75c) and 9 p.m. (99c) in H-110.

GRADUATE CLASS: Meeting at 1 p.m. in H-635.

## monday 1

ALUMNI BOARD: Meeting at 8 p.m. in H-769.

SOCIOLOGY & ANTHROPOLOGY: Peter Worsley, Manchester U, on "The Third World Revisited" at 8:30 p.m., 2085 Bishop.

## tuesday 2

BLOOD DRIVE: Hall Building mezzanine, 2:30 - 10 p.m.

CIVILIZATION: The highly acclaimed colour series by Sir Kenneth Clark is being presented twice each Tuesday; today "Grandeur and Obedience" (Rome of the Counter Reformation) 1 - 2 p.m. and 8:30 - 9:30 p.m. in H-435; free.

PHILOSOPHY CLUB: Guest speaker Irving Layton in H-435 at 2 p.m.

SOCIOLOGY & ANTHROPOLOGY: Peter Worsley, Manchester U, speaks "On Some Revolutionary Leaders" at 1:15 p.m., 2085 Bishop.

## wednesday 3

CUSO: Prof. S. Lunga speaks on "CUSO in Africa?" 12 - 1 p.m. in H-920.

RELIGION CLUB: Symposium on Abortion and World Youth Culture 2 - 4 p.m. in H-110 and 8:30 p.m. in H-935.

BLOOD DRIVE: Hall Building mezzanine, 10 a.m. - 10 p.m.

## thursday 4

GRADUATE STUDENTS' ASSOCIATION: Council meeting at 6 p.m. in H-769.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Une Affaire de Coeur" (Switchboard Operator) (Dusan Makavajev, 1967), with Eva Ras, Ruzica Sokic and Dr. Aleksander Kostic at 7 p.m.; "La Passion de Jeanne d'Arc" (Carl Dreyer, 1928) with Falconetti, Sylvain, Antonin Artaud and Michel Simon at 9 p.m. in H-110. (Both movies in French). 50c for students, 75c non-students.

STUDENT INTERNATIONAL MEDITATION SOCIETY: Meeting 2:30 - 4 p.m. in H-820.

SOCIOLOGY & ANTHROPOLOGY: Prof. J.B. McKee, Michigan State University, speaks on "Values and Perspectives of Sociology" at 4:15 p.m. in H-635.

HILLEL: Rabbi Meir Kahane speaks on "Soviet Jewry" at 2:30 p.m. in H-110.

## notices

DONATIONS: The Sir George-YWCA Day Care Center needs lots of things - climbing bars, swing sets, gym mats, tricycles and anything else that donors might feel useful. Please call Bido Bensoumon at the Y (866-9941, ext. 32) or Mrs. Guindi at Sir George (879-4212).

GRAD EXAMS: Students planning to write the Graduate Record Exam, the Admission Test for Graduate Study in Business or the Dental Aptitude Test should obtain application forms now from the Guidance Information Center, H-440-1.

BRITISH SUMMER SCHOOLS: Students planning to attend British Summer Schools must apply before March 31; more info from Guidance Information Center, H-440-1.

USED BOOK AND RECORD SALE to help fund fire alarm system in Jeanne Mance Nursery School, at McGill Student Union, 3480 McTavish, Room 123-124, on Monday March 1, beginning at 10:30 a.m. Those wishing to donate books or records for the sale should contact Sharon (879-5906) or bring them to H-401-1 before 5 pm Friday.

## ISSUES & EVENTS

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